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g-to-Read Book

The Cookie House

by Margaret Hillert

Illustrated by Kinuko Craft

Hansel and Gretel retold

WITHDRAWN

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Hillert, Margaret
The cookie house

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The Cookie House

DEAR CAREGIVER,

The *Beginning-to-Read* series is a carefully written collection of classic readers you may remember from your own childhood. Each book features text comprised of common sight words to provide your child ample practice reading the words that appear most frequently in written text. The many additional details in the pictures enhance the story and offer the opportunity for you to help your child expand oral language and develop comprehension.

Begin by reading the story to your child, followed by letting him or her read familiar words and soon your child will be able to read the story independently. At each step of the way, be sure to praise your reader's efforts to build his or her confidence as an independent reader. Discuss the pictures and encourage your child to make connections between the story and his or her own life. At the end of the story, you will find reading activities and a word list that will help your child practice and strengthen beginning reading skills.

Above all, the most important part of the reading experience is to have fun and enjoy it!

Shannon Cannon

Shannon Cannon,
Literacy Consultant

Norwood House Press • P.O. Box 316598 • Chicago, Illinois 60631
For more information about Norwood House Press please visit our website at *www.norwoodhousepress.com* or call 866-565-2900.

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This book was originally published by Follett Publishing Company in 1978.

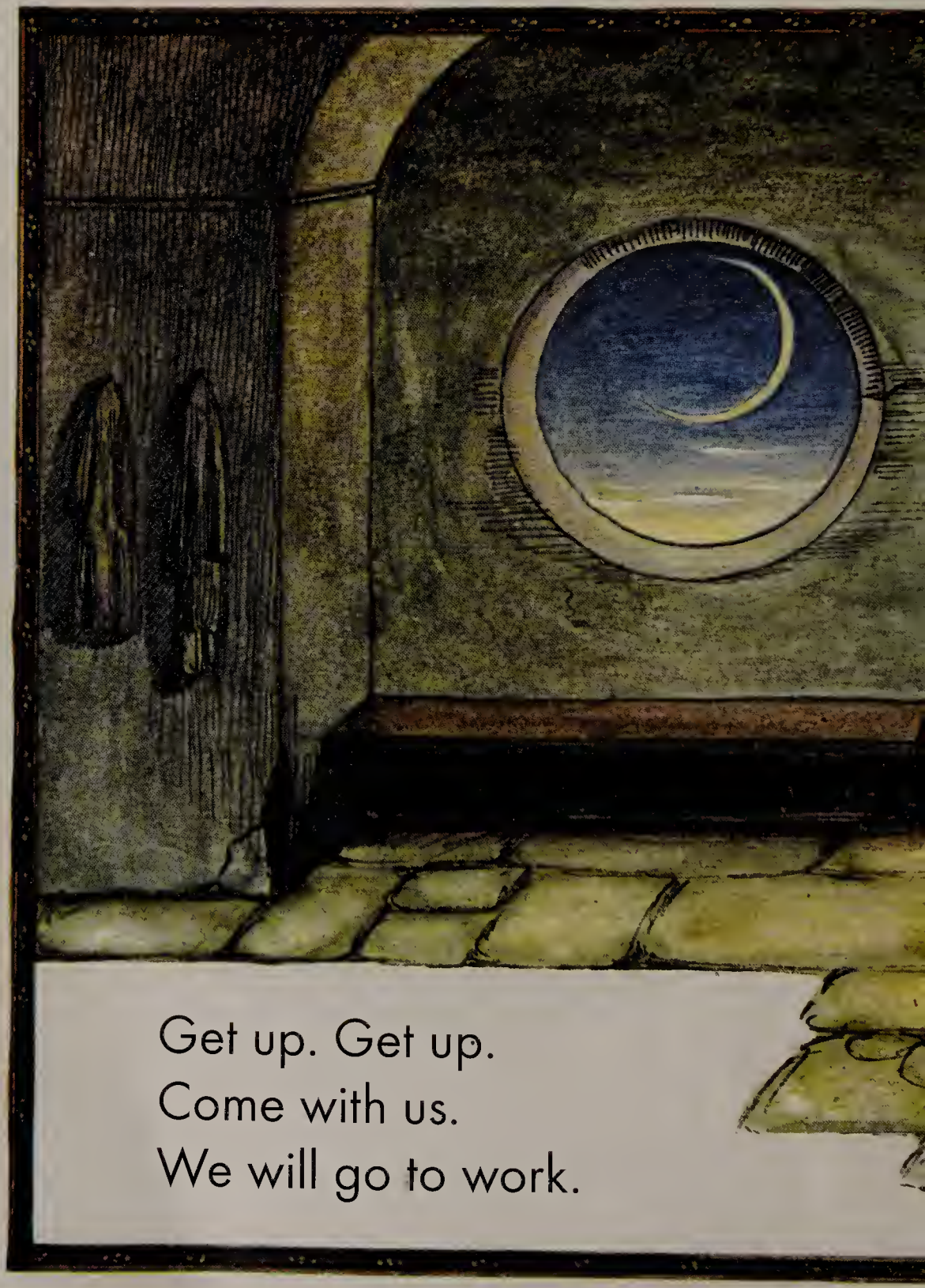
A Beginning-to-Read Book

The Cookie House

by Margaret Hillert

Illustrated by Kinuko Craft

NorwoodHouse Press



Get up. Get up.
Come with us.
We will go to work.

Oh, this is fun.
We can run and jump.
We like it here.

You two play here.
You do not have to work.
We will go now.
But we will come back to get you.

Look here.
Here is something for us.
Something we like.
Have one.

And here is something.
It is little.
It can play with us.

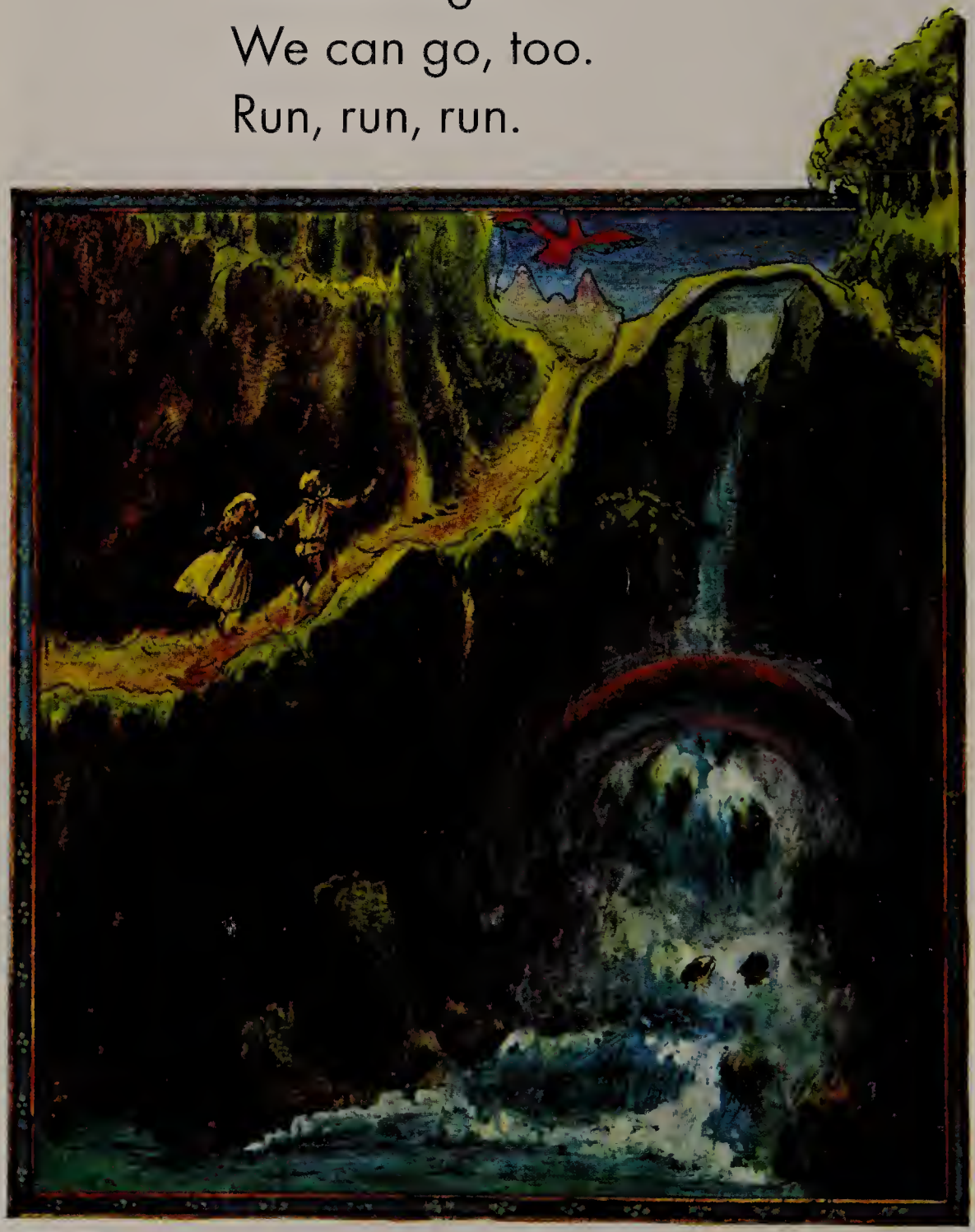
Mother is not here.
Father is not here.
I do not like this.

We can not find the way.
What can we do now?
Who will help us?
I want to go.

We can not go now.
Come down here with me.
Come down, down, down.

Get up. Get up.
Look what I see.
Can you see it, too?
Look up, up.

Look at it go.
We can go, too.
Run, run, run.



Oh, see the little house.
I like it.
I like it.
What fun for us.

Look at this and this and this.
I want one.
You can have one, too.

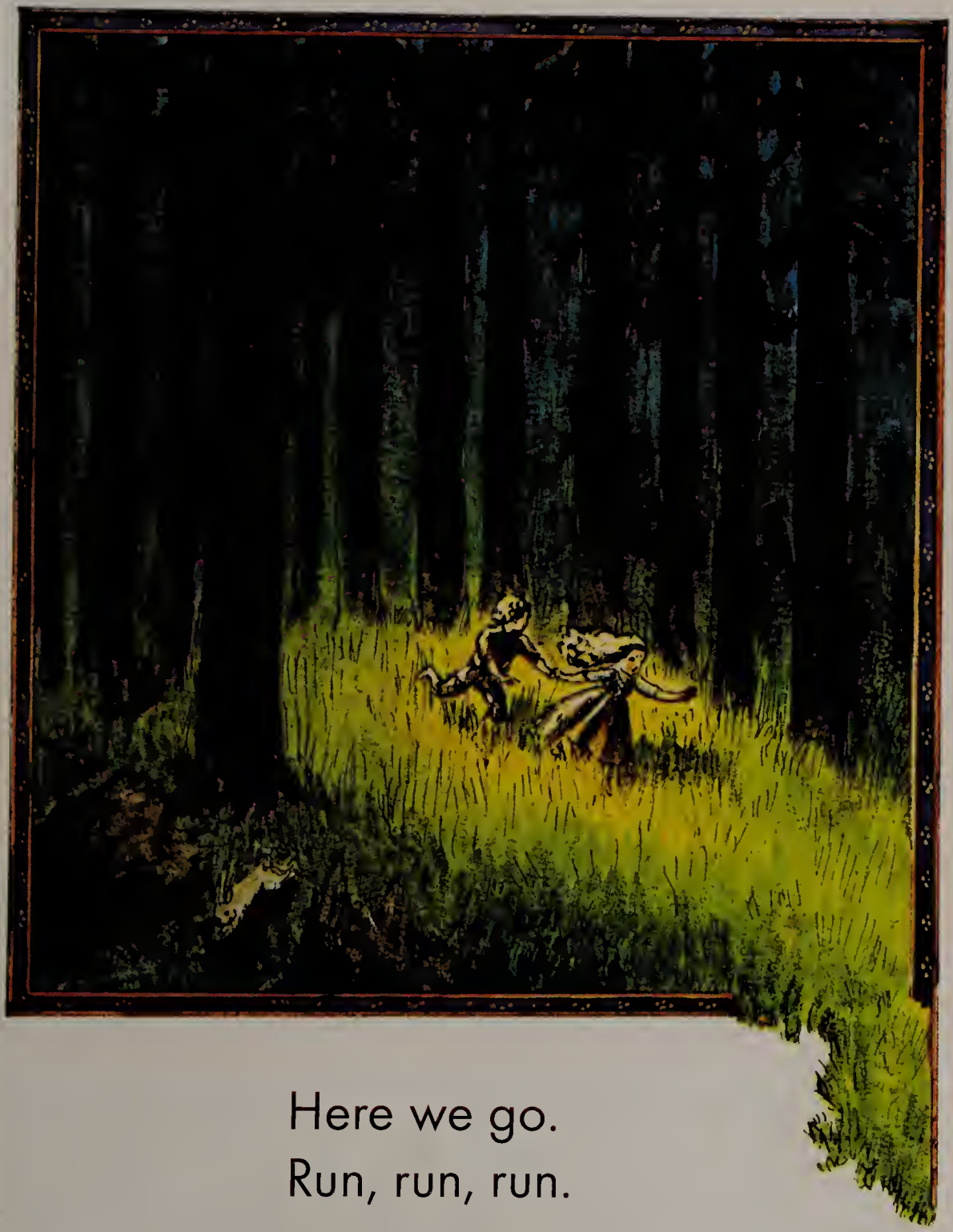
No, you can not.
You can not have that.
It is not for you.

Oh, help, help.
I do not like it in here.
Help me.
Help me.

Here I come.
I will help you.
See me help.

Go in. Go in.
We do not like you.
I will make you go in.
In you go.

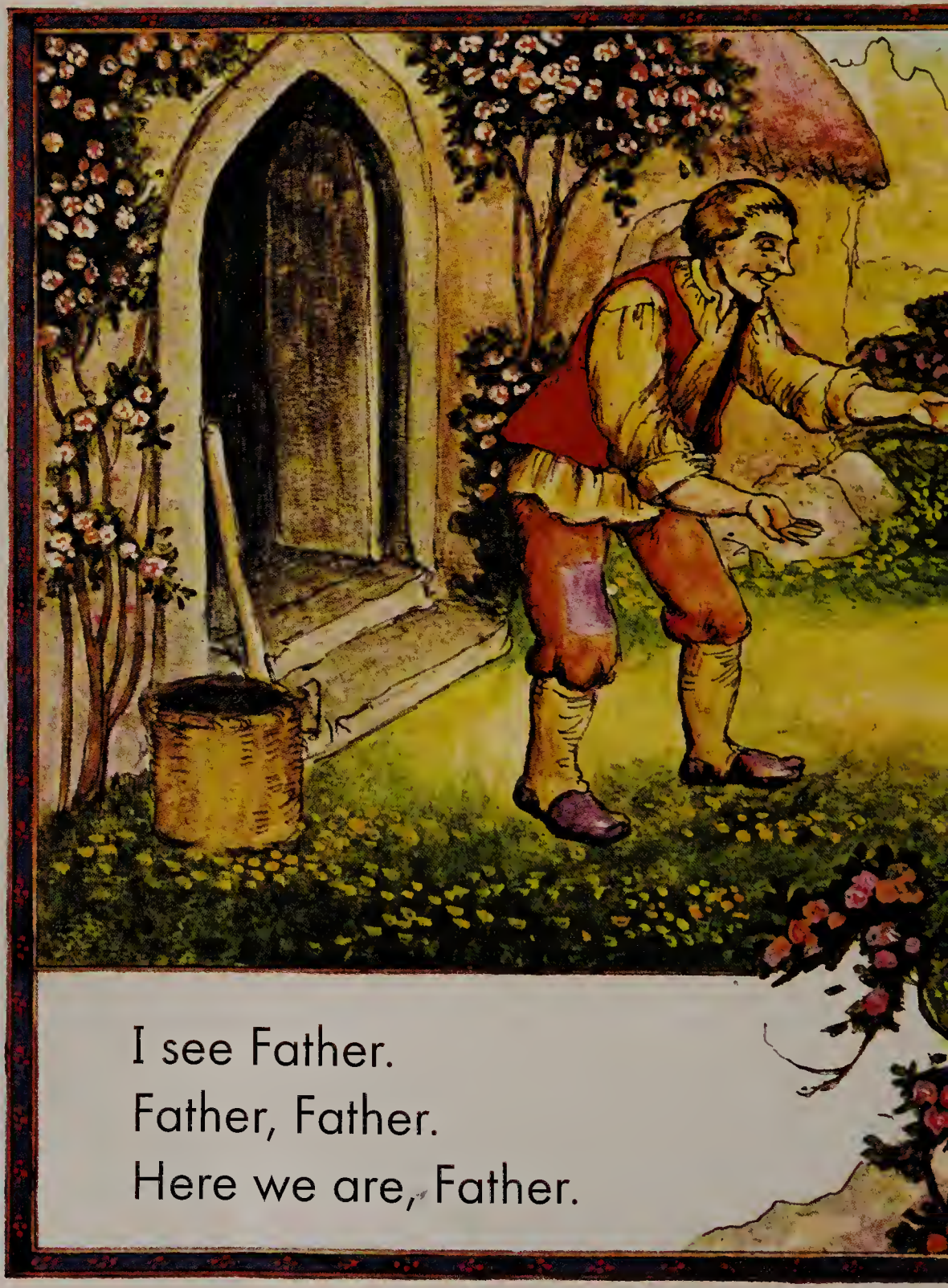
Come away.
Come away.



Here we go.
Run, run, run.

What is this?
What can we do now?
We can not go in here.

Oh, look at us.
What fun.
What a ride this is!



I see Father.
Father, Father.
Here we are, Father.

READING REINFORCEMENT

The following activities support the findings of the National Reading Panel that determined the most effective components for reading instruction are: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Text Comprehension.

Phonemic Awareness: The /k/ sound

Oddity Task: Say the /**k**/ sound for your child. Ask your child to say the word that has the /**k**/ sound in the following word groups:

kid, rid, bid	rot, run, rock	pan, pat, pack
dot, Don, dock	Sam, sat, sack	rind, kind, mind

Phonics: The letter Kk

1. Demonstrate how to form the letters **K** and **k** for your child.
2. Have your child practice writing **K** and **k** at least three times each.
3. Write down the following words and ask your child to circle the letter **k** in each word:

back	kit	make	king	rocket
look	work	like	lock	kitten
bucket	truck	key	milk	chicken

Vocabulary: Nouns and Verbs

1. Write the following words on separate pieces of paper and point to them as you read them to your child:

go	mother	house	jump	father
boy	work	run	girl	tree

2. Point to each word and read it aloud to your child. Ask your child to repeat the word.
3. Explain to your child that words describing people, places, and things are called nouns and that words describing actions are called verbs.

4. Divide a piece of paper in half vertically and write the words nouns and verbs at the top, one word in each column.
5. Ask your child to sort the words on the pieces of paper by placing them in the correct column depending on whether the word on the paper is a noun or a verb.
6. Continue identifying nouns and verbs by playing a game in which one of you names a noun and the other names a verb to go with the noun (for example; dog/bark, baby/cry, grass/grow, flower/bloom, car/drive, etc.)

Fluency: Echo Reading

1. Reread the story to your child at least two more times while your child tracks the print by running a finger under the words as they are read. Ask your child to read the words he or she knows with you.
2. Reread the story, stopping after each sentence or page to allow your child to read (echo) what you have read. Repeat echo reading and let your child take the lead.

Text Comprehension: Discussion Time

1. Ask your child to retell the sequence of events in the story.
2. To check comprehension, ask your child the following questions:
   - What happened to the children when the mother and father left to work?
   - How do you think the boy and girl felt when they got lost?
   - Do you think it was a good idea for the boy and girl to follow the bird? Why or why not?
   - Would you have eaten the cookies on the house? Why or why not?
   - What lesson do you think the boy and girl learned?

WORD LIST

***The Cookie House* uses the 59 words listed below.**

This list can be used to practice reading the words that appear in the text. You may wish to write the words on index cards and use them to help your child build automatic word recognition. Regular practice with these words will enhance your child's fluency in reading connected text.

a	get	make	that
and	go	me	the
are		mother	this
at	have		to
away	help	no	too
	here	not	two
back	house	now	
but			up
	I	oh	us
can	in	one	
come	is		want
	it	play	way
do		ride	we
down	jump	run	what
			who
father	like	see	will
find	little	something	with
for	look		work
fun			
			you

ABOUT THE AUTHOR Morgoret Hillert hos written over 80 books for children who ore just leorning to read. Her books hove been tronsloted into mony different longuoges ond over o million children throughout the world hove reod her books. She first storted writing poetry os o child ond has continued to write for children and odults throughout her life. A first grade teacher for 34 years, Morgoret is now retired from teoching and lives in Michigon where she likes to write, toke walks in the morning, ond core for her three cots.

Photograph by Glenna Washburn

ABOUT THE ADVISER Shonnon Cannon contributed the octivities pages thot oppeor in this book. Shonnon serves as o literocy consultont ond provides stoff development to help improve reoding instruction. She is a frequent presenter ot educotionol conferences and workshops. Prior to this she worked os on elementory school teocher ond os president of o curriculum publishing company.

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For over 40 years, the *Beginning-to-Read* books by Margaret Hillert have been the gold standard in early readers. These highly acclaimed titles have captured the imaginations of beginning readers and helped them on the way to independent reading. *Beginning-to-Read* books provide practice reading high frequency words in context. The many additional details in the pictures enhance the story and offer the opportunity to expand oral language and develop comprehension. Written in simple vocabulary, the books in the *Fairy Tales and Folklore* series retell familiar and favorite stories.

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